



YEAR 3

INTERCULTURAL EBOOK

LEVEL NATIVE SPEAKER



TASK ONE

ML.ICC.3

Code 1.3, 1.4

Teacher
station
Collaboration
station
Independent
station

- Together with the teacher you will be learning about different transport in the world
- You will work in groups a country. You will work together to find different methods of transport e.g., Egypt with camels and cars, Italy with gondolas and trains
- You will search the traditional and modern transport of that country. Example: In Egypt, students might discuss the use of camels in the past and cars today.
- Also find whether these transport solutions reduce pollution, example, electric buses in China, cycling culture in the Netherlands.
- Create together a presentation and present it to the class.
- Technological Tools – [Example Sentences](#) and [Transportation methods](#)- Match the Definition



TASK TWO

ML.ICC.3

Code 2.1, 2.2,
2.3

Teacher
station
Technology
station
Collaboration
station
Independent
Station

- Today you will be talking about how different people wear different clothes.
- When the teacher tells you click on the technological [Find the word that Matches the Description](#) and [Example Sentences](#) to display different clothes from different countries.
- Research in groups how the costumes represent the culture and weather. Example: “The Inuit in Canada wear fur-lined coats because it is freezing in the Arctic. The clothing is not just practical; it is also part of their cultural identity.”
- Present your findings to the class.
- Colour a costume from the hotspot tool.

TASK THREE

ML.ICC.3

Code 3.1, 3.2,
3.3

Teacher
station
Technology
Station
Collaboration
Station
Independent
Station

- Together with the teacher you will be discussing cultural customs and special traditions.
- The teacher will be showing you some pictures. Describe what you see
- In groups find information about a cultural custom that the teacher will give you.
- Write a short paragraph answering these questions.
Example "The Maori perform the haka to express unity and strength before a challenge. This dance is a powerful symbol of their heritage."
 - "What is the custom about?"
 - "Why is this tradition important to the people who celebrate it?"
 - "How does this custom reflect the culture's values?"
- Share your findings with the class
- The teacher will give you a cultural custom colouring page which you are to draw in.
- Write a paragraph about the custom you have just coloured. Example: "I coloured a picture of the Japanese tea ceremony. I learned that this custom is about peace and reflection. The careful movements of the tea master show how important patience and mindfulness are in Japanese culture."
- When the teacher tells you click on the [Fill in the gaps](#) tool and the [Example Sentences](#).